



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana and WIDA: Standards Alignment Study

**Office of English Learning and Migrant Education
115 West Washington Street
Suite 600 South
Indianapolis, IN 46204**

External Work Group Summary

Process Summary:

In accordance with Waiver Section 1.B.17, an external Work Group was created to review, revise, and propose changes to the WIDA work. Participants for this group were solicited through a Learning Connection announcement, by contacting higher education establishments, and educational organizations throughout the state. External work group members were selected by Charlie Geier-Director of Early Learning and Intervention and Rachel Davidson-EL and Migrant Education Coordinator through an application process submitted to the Office of English Learning and Migrant Education. Members of the external work group represented a range of English Learning experts from around the state including EL teachers, classroom teachers, EL coaches, building administrators, Title III Directors, and university professors. The compiled list was then sent to Glenda Ritz, Superintendent of Public Instruction for approval.

Participants were contacted and informed of their approved selection and given instructions and guidance pertinent to the day and time of the work group, which was held at the IDOE office in Indianapolis. Upon arrival, each member was provided with copies of the current Indiana ELP standards and the proposed WIDA standards in order to complete an alignment study, examining whether the Indiana standards linked with or corresponded to WIDA. The committee members were informed of their role and responsibilities during the alignment process. A full explanation was given to members regarding the fact that, after discussing each standard and potential recommended change, they must come to a consensus to record on the data tracking spreadsheet.

In order to facilitate a successful alignment study of the Indiana and WIDA standards, participants were first shown a video overviewing the WIDA standards and their framework. Following the video, copies of the standards were distributed allowing participants to become familiar with the layout. Afterward, copies of the current Indiana ELP standards were given to the group. The group was then divided into teams of two and three members each. Each group was assigned grade levels to study and determine whether the Indiana standards linked with or corresponded to the WIDA standards. Groups then input their data standard by standard, indicating whether the standards aligned. If a standard was not present, groups indicated on the spreadsheet and offered feedback on how to proceed with the particular standard.

At the conclusion of the standards alignment study, committee members were given time to express their opinions on the alignment study, the standards, and what they thought the next step should be going forward. In the following pages you will find the names of participating committee members, the percentage of alignment by grade level, and a summary of the comments and suggestions from each group.

K-5 ELD Standards Review Summary: July 19, 2013

The following table shows information about the stakeholders present at the Indiana and WIDA standards external work group on July 19, 2013. These participants were selected through an application process submitted to the Office of English Learning and Migrant Education.

<u>First Name</u>	<u>Last Name</u>	<u>School Corporation</u>	<u>Job Title</u>
Susana	Amstutz	South Adams Schools	Title I, Part C and Title III Coordinator
Laura	Morales	MSD Perry Township	EL Teacher
Brittney	Brown	MSD Washington Township	5th grade
Trish	Morita-Mullaney	MSD Lawrence Township	School Administrator
Kendall	Kreinshagen	MSD Washington Township	Teacher
Nancy	Eagle / Leininger	NW Allen County Schools	ESL Support Services Director
Patricia	Lovett	Greater Clark County Schools	ESL Teacher
Nathan	Williamson	Center Grove Schools	ELL Teacher

The following table shows the results of the alignment study as conducted by the above group:

<u>Grades</u>	<u>Standards that aligned</u>	<u>Standards that did not align</u>	<u>Proposed Changes</u>
Kindergarten	100%	0%	None-Adopt WIDA as is
First	100%	0%	None-Adopt WIDA as is
Second	95%	5%	None-Adopt WIDA as is
Third	95%	5%	None-Adopt WIDA as is
Fourth	96%	4%	None-Adopt WIDA as is
Fifth	96%	4%	None-Adopt WIDA as is

Work Group Summary:

After conducting the alignment study of the standards, at least 95% of the current Indiana standards align with those from WIDA. After a debriefing session with the members of the external work group, their recommendation moving forward was to adopt the WIDA standards as is.

Members felt the Indiana standards that did not align could be addressed and taught by using the WIDA framework and standards. Additional comments continued, highlighting key strengths shown in the WIDA standards. Participants were impressed with the level of rigor which remained in each level of English proficiency, allowing students from different levels to have access to the same material and information. The external work group commented on how the WIDA standards would be helpful to classroom teachers for differentiating core content for English learners. The framework allows teachers to see what they should expect students to do throughout the different levels of English proficiency. In addition, participants commented on how using the WIDA standards would benefit those school corporations that border Kentucky, Illinois, and Michigan due to the transient nature of their schools.

6-8 ELD Standards Review Summary: July 23, 2013

The following table shows information about the stakeholders present at the Indiana and WIDA standards external work on July 23, 2013. These participants were selected through an application process submitted to the Office of English Learning and Migrant Education.

<u>First Name</u>	<u>Last Name</u>	<u>School Corporation</u>	<u>Job Title</u>
Denise	Gosztola	School City of Mishawaka	ENL Teacher
Sara	Frakes	Richmond Schools	EL Coordinator/Teacher
Kim	Park	MSD Warren Township	EL Coordinator/Teacher
Carolyn	Bookmyer	Fort Wayne	ELL Teacher
Stephanie	Momcilovic	MSD Washington Township	Classroom Teacher
Amy	Halsall	MSD Warren Township	EL Teacher/Coach

The following table shows the results of the alignment study as conducted by the above group:

<u>Grades</u>	<u>Standards that aligned</u>	<u>Standards that did not align</u>	<u>Proposed Changes</u>
Sixth	97%	3%	None-Adopt WIDA as is
Seventh	100%	0%	None-Adopt WIDA as is
Eighth	100%	0%	None-Adopt WIDA as is

Work Group Summary:

At the conclusion of the alignment study at least 97% of the current Indiana standards align with those from WIDA. After a debriefing session with the members of the external work group, their recommendation moving forward was to adopt the WIDA standards as is.

Members noted how the WIDA framework allows teachers to see how the standards and expectations build on each other. This allows teachers to see the requirements to move from level to level on the WIDA continuum. Another member commented on how the WIDA standards clarified the definition of access for English versus the content. She continued by comparing the WIDA standards to a vehicle which allows English Learners the support necessary to succeed in the classroom. Other members commented how the WIDA standards have a depth of knowledge that students must demonstrate similar to Bloom's levels. Different scaffolds and supports are indicated throughout the standards in order to facilitate higher order thinking for students regardless of their English proficiency level. In addition, members commented on the ability to use the WIDA framework to offer professional assistance and development to classroom teachers.

9-12 ELD Standards Review Summary: July 25, 2013

The following table shows information about the stakeholders present at the Indiana and WIDA standards external work on July 25, 2013. These participants were selected through an application process submitted to the Office of English Learning and Migrant Education.

<u>First Name</u>	<u>Last Name</u>	<u>School Corporation</u>	<u>Job Title</u>
Susan	Kontos	Community schools of Frankfort	Principal
Carlota	Dall	MSD Warren Township	EL Teacher
Julie	Majercak	MSD Lawrence Township	ESL Teacher
Susan	Adams	Butler University	Director of Bilingual Services
Amanda	Case	Hoosier Academy	ELL Service Provider
Catherine	Bhathena	IU School of Education-Indianapolis	ESL Grant Director

The following table shows the results of the alignment study as conducted by the above group:

<u>Grades</u>	<u>Standards that aligned</u>	<u>Standards that did not align</u>	<u>Proposed Changes</u>
Ninth	99%	1%	None-Adopt WIDA as is
Tenth	94%	6%	None-Adopt WIDA as is
Eleventh	100%	0%	None-Adopt WIDA as is
Twelfth	100%	0%	None-Adopt WIDA as is

Work Group Summary:

At the conclusion of the alignment study at least 94% of the current Indiana standards align with those from WIDA. After a debriefing session with the members of the external work group, their recommendation moving forward was to adopt the WIDA standards as is.

Participants noted the WIDA standards are a framework to assist students in attaining English proficiency. The WIDA standards allow for EL teachers to be coaches. One member noted that it will allow her to come to PLC meetings where they are discussing curriculum and standards and assist in the creation of rubrics. The rubrics will allow the classroom teacher to have clear expectations and appropriate supports for students in each proficiency level. Another participant continued by discussing how the WIDA standards allow for more differentiation and implicit scaffolding in the classroom. In addition, the simplified language used in WIDA makes it user friendly whereas the Indiana standards are technical to the point that they are unusable. One participant in the group, a building administrator, commented that WIDA would allow her to show her staff how they can expose EL students to equitable access to curriculum.

Internal Key Stakeholder Work Group Summary

Process Summary:

In accordance with Waiver Section 1.B.16 and 1.B.17, an internal Key Stakeholders Work Group was created to review, revise, and propose changes to the WIDA work. Participants for this group were selected based on the criteria as indicated in section 1.B.16. Members of the internal work group included representatives from the Office of English learning and Migrant Education, College and Career Readiness, and content area specialists.

Participants were contacted and informed of their selection and given instructions and guidance pertinent to the day and time of the work group. Upon arrival, each member was provided with copies of the current Indiana ELP standards, proposed WIDA standards, and the alignment summary from the external work groups. The committee members were informed of their role and responsibilities during the alignment process and as members of the internal work group. These responsibilities include: review public comment, support for State Board presentation, input on professional development plan/implementation, support for professional development/implementation, inform stakeholders and departments, and asking critical questions and giving guidance throughout the process.

In order to facilitate a successful alignment study of the Indiana and WIDA standards, participants were first shown a video overviewing the WIDA standards and their framework. Following the video, the alignment summary from the external work groups was reviewed. Members were given time to read the summaries and discuss the findings. After a group discussion of the findings, members divided into teams and began to spot check the work done by the external work groups. This process allowed the work group to ensure the conclusions drawn in previous sessions were accurate and valid.

At the conclusion of the standards alignment study, committee members were given time to express their opinions on the alignment study, the standards, and what they thought the next step should be going forward. In the following pages you will find the names of participating committee members and a summary of the comments and suggestions from the group.

Internal Key Stakeholder Work Group: July 29, 2013

The following table shows information about the stakeholders present at the Indiana and WIDA standards external work on July 29, 2013. These participants were selected based on guidelines from Waiver section 1.B.16.

<u>First Name</u>	<u>Last Name</u>	<u>Email</u>	<u>Job Title</u>
Wyatt	Clarke	wclarke@doe.in.gov	EL Specialist
John	Wolf	jwolf@doe.in.gov	Elementary Literacy Specialist
Amy	Marschand	amarschand@doe.in.gov	High Ability Specialist
Olga	Tuchman	otuchman@doe.in.gov	Grants Management
Michele	Walker	mwalker@doe.in.gov	Director Student Assessment
Jeff	Barber	jbarber@doe.in.gov	Assistant Director Grants Management/Charter Schools
Susan	Stinn	sstinn@doe.in.gov	
Stefany	Deckard	sdeckard@doe.in.gov	Agricultural Education and Parkins Specialist
Karen	Stein	kstein@doe.in.gov	Assessment

Internal Key Stakeholder Work Group Summary:

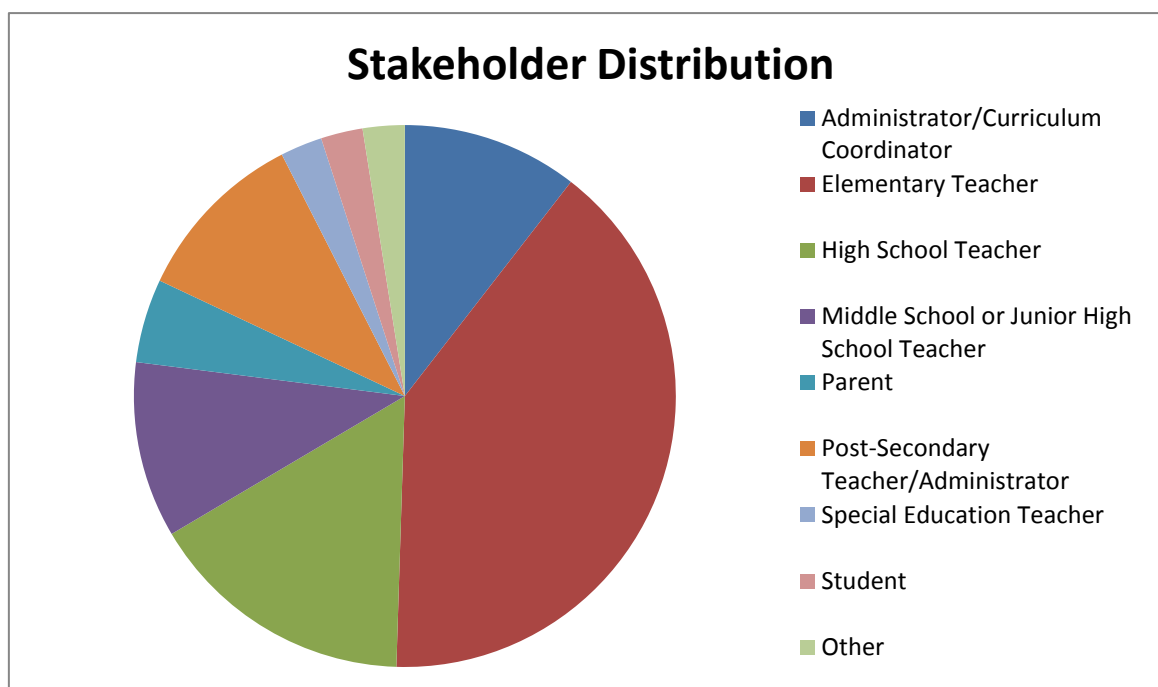
At the conclusion of the alignment study members from the internal work group confirmed and validated the findings completed by previous external work groups. After a debriefing session, the members of the Internal Key Stakeholder Work group unanimously agreed to move forward in the adoption of the WIDA English language development standards.

Members noted the ease of which a teacher would be able to utilize the WIDA standards and framework in their teaching. In further discussion, participants noted the level of specificity in the existing Indiana standards cause teachers to think of the standards as a checklist instead of a framework that allows access of content rich information. The work group continued to comment on the advantages of having standards and a framework that would be embedded in the content; ensuring English learners are provided access to the curriculum. Another member commented on the structure used in creating a model performance indicator (MPI). They continued by stating the MPI is easily able to substitute content based on what is being taught in the classroom. In addition, WIDA has clear expectations and explanations of what English learners should know at each proficiency level and how they are able to demonstrate their understanding. It was also noted that WIDA comes translated in forty-two different languages, ensuring easy compliance with the federal government and assurance that parent communication and notification is followed.

Public Comment Report and Summary: August 19, 2013- September 19, 2013

After a unanimous decision from the internal and external work groups, and the external advisory group, the EL and Migrant Coordinator transmitted a draft of a public comment notice that was reviewed by the assistant superintendent and then passed along to the Office of Legal Affairs and the Office of Communications for final approval. The coordinator coordinated notices and public comment opportunities through DOE Dialogue, the INTESOL leadership group listserv, and the Title III and NESP Learning Connection community. The WIDA English language development standards were put up for public comment for a month, with the window closing on September 19, 2013. After the public comment period has ended, the IDOE specialist prepared a document that included feedback from public comment.

The following table shows the distribution of stakeholder feedback from public comment:



The following table shows the results of the public comment window:

<u>Question</u>	<u>Average out of 5</u>
The standards are easy to understand...	4.31
The standards include the core academic content...	4.47
The standards can be used for all ranges of English proficiency...	4.50
The standards are appropriate for English learners...	4.47
Please rate the standards you reviewed overall...	4.42
Overall	4.43

Comments Generated from Public Review

“The ELD standards are well developed and organized. I am pleased to see the proposal of the WIDA standards adoption. I believe that the new ELD standards will serve the English learners in Indiana better and prepare them for college and career.”

“I appreciate the clarity yet simplicity with which the standards are presented. There is sufficient guidance regarding the theory behind the standards to help everyone who reads them to understand how they work. There are sufficient examples for ease of implementation but also flexibility for educators to craft instruction to meet students' needs.”

“I feel like the new proposed WIDA standards are very comprehensive. I love the details provided for each concept, but I especially like the examples given for the application of each standard. The clear, explicit language is of great help for discussing and diagnosing a student's language proficiency.”

“I like the positive framing of the "Can do descriptors.”

“I am particularly excited about how user-friendly these standards are for content area teachers. They really make it possible for all teachers to use the standards for ELs in their classrooms and planning unlike the previous standards that were so closely tied to ELA standards that math, science, social studies, art, music, PE, etc. had to really work to make them part of their daily teaching. These will be a great boost to equalizing access to the curriculum for all ELs.”

“What the WIDA standards offer is the extension into other content areas and a richer array of options for ELLs to demonstrate mastery of content while simultaneously and deliberately stretching and growing in their academic language development. I had the opportunity to compare the two sets of standards in July and am pleased to assure teachers that the WIDA standards more than adequately cover the skills represented by the old Indiana ELP standards: they also vigorously flesh them out into academic language and literacy development across the disciplines. After careful analysis the group of teachers I met with concluded that nothing substantial is lost in this transaction. We left confident that a move to the WIDA standards was a step forward for ELLs and their teachers.”

Final Review and Recommendation:

The internal key stakeholder group met after the window for public comment closed in order to discuss the comments and make a recommendation in regards to next steps. The group was provided with the scores and comments from the public evaluation as well as guidance from the external advisory group. During the meeting, the group analyzed the information provided, had thoughtful discussion, and determined their recommendation moving forward. After analyzing all the provided information, the group came to a unanimous decision to move forward with the adoption of the WIDA English language development standards.